## PSYC 2103 A1 & A2 Introduction to Human Growth & Development

## Fall Semester 2017

**Dr. Pam Terry**  **Office Hours**

**Russell 317 M 1:50-3:20**

**678-359-5207 T 11:55-1:55; 4:50-5:20**

[p\_terry@gordonstate.edu](mailto:p_terry@gordonstate.edu) **W 1:50-3:20**

**R 11:55-1:55; 4:50-5:20**

**General Course Description**

An introduction to human development across the lifespan with an emphasis on normal patterns of physical, cognitive, and social development. This is an online course. (See the Message under the Online Courses heading in the course schedule for important information.) Students will be contacted by the instructor during the first week of class. Students will be required to obtain access to Pearson’s MyPsychLab.

**Textbook**

Feldman, R. S. (2017). *Lifespan Development: A Topical Approach*, 3rd Ed. Upper Saddle River,

NJ: Pearson Education. This text is packaged with electronic resources from

[www.MyPsychLab.com](http://www.MyPsychLab.com) .

Access to MyPsychLab is required and may be obtained separately from the textbook. Check with the bookstore and/or contact Pearson directly online. (Pearson offers a free, two-week trial period which will allow students to get started in the course in cases such as delayed financial aid.) You do need access to the content of the textbook whether that is new or used, purchased or rented, print or e-book. Older editions are acceptable.

**Required Skills and Materials**

Consistent internet access

Desktop or laptop computer

Access to MyPsychLab

**Instructional Objectives**

1.    Demonstrate an understanding of the physical, physiological, emotional, social and cognitive changes that occur throughout the life span.

2.    Summarize the stages and processes of lifespan development.

3.    Explain major theories, concepts, and topics of interest to developmental psychologists.

4.    Demonstrate the understanding of how the knowledge and principles of developmental psychology might be applied to improve one’s life.

5.    Summarize the impact of cultural and environmental influences on human development.

6.    Summarize, compare, contrast and draw conclusions from research in developmental psychology.

**Course Requirements & Grading Breakdown**

The semester grade will be composed of credit and/or grades for:

Study Plan Posttests 25% Module Exams 15%

Video assignments 10% Writing assignment 5%

Tests average 20% Final exam 25%.

**Grading Scale**

A - 90 – 100 B - 80 - 89 C - 70 - 79

D - 60 - 69 F - Below 60

**Academic Honesty**

See the *Gordon College Academic Catalog* for the official college policy. Evidence of cheating on examinations or plagiarism of written assignments will in this class, at minimum, result in a grade of zero for the test or assignment. Any work turned in must be your original work, and any information taken from outside sources must be referenced. (Your report should clearly indicate from what source the information came.) This includes facts, statistics, and words and ideas of others, even if they are paraphrased. It is best to avoid all question or appearance of cheating and plagiarism by not working together too closely on project reports, avoiding overuse of wording borrowed from your reference sources, and making sure that all sources are referenced.

**Title IX**

Gordon State College is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence and stalking.  If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. All faculty members at Gordon State College are mandated reporters.  Any student reporting any type of sexual harassment, sexual assault, dating violence, domestic violence or stalking must be made aware that any report made to a faculty member under the provisions of Title IX will be reported to the Title IX Coordinator or a Title IX Deputy Coordinator.  If you wish to speak with someone confidentially, you must contact the Counseling and Accessibility Services office, Room 212, Student Life Center.  The licensed counselors in the Counseling Office are able to provide confidential support.

Gordon State College does not discriminate against any student on the basis of pregnancy, parenting or related conditions.  Students seeking accommodations on the basis of pregnancy, parenting or related conditions should contact Counseling and Accessibility Services regarding the process of documenting pregnancy related issues and being approved for accommodations, including pregnancy related absences as defined under Title IX.

**ADA and 504**

If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility.  The Counseling and Accessibility Services office located in the Student Center, Room 212 can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GSC programs and facilities.  Course requirements will not be waived, but accommodations may assist you in meeting the requirements.  For documentation requirements and for additional information, contact Counseling and Accessibility Services at 678-359-5585.

**Student Responsibilities**

***Attendance.*** Students are expected to log into the MyPsychLab regularly and to keep up with assigned online work. To verify enrollment, students should register in the Pearson lab before August 17 or contact me by e-mail. If a student is waiting for financial aid, Pearson offers a two-week trial registration. If students want to drop the course, they should not assume that they have automatically been dropped if they fail to verify attendance. Contact the Registrar’s Office.

**Resources and Communication**

***The professor’s web page*.** The syllabus will be available on the professor’s Gordon State web page. This page will also be used as backup for posting announcements and other information. I also send information by Gordon State e-mail.

***E-mail.*** The primary means of contacting me will be the Gordon State e-mail. If you use this e-mail, please clearly identify yourself and your course since the answer to your question usually depends upon the course in which you are enrolled. Your chances of getting a timely response are better if I do not have to look up your name in all my classes. Also, check your Gordon State e-mail for messages periodically.

***Brightspace by D2L.*** A copy of the syllabus will be found there, and copies of the announcements in the lab. If there are other uses such as “handouts” and drop box for assignments these will be announced on an individual basis.

***MyPsychLab Announcements*.** These will be made from within the lab itself. To view them, click on the Course Home Page. Check these frequently when you go to the lab.

**Tests**

There will be two online tests during the course. These will be made up by me. They will be announced and opened for a 2-3-day time window. Once opened they must be completed in the designated time (usually one hour). The final exam is not comprehensive, but it must be proctored. A regular date and time, on-campus, will be provided for a paper-and-pencil final exam. If attending this provides an exam conflict or hardship for the student, opportunity will be provided to take the exam at an alternate time and/or date. The exam may also be taken using ProctorU or Remote Proctor Now. The student must pay a fee to use either of these services and must make arrangements well in advance. The user also must have a webcam and an ID.

**Assignments**

Assignments will be completed and submitted within the MyPsychLab. These will be automatically recorded in the lab gradebook. Each assignment has a due date, but the software is set up to accept work submitted after the due date. Before I go in and accept late work, it may continue to show an alarm clock rather than a grade. I generally will accept work for two weeks after its due date has passed. No late work is accepted after the last day of class.

***Awareness and Communication*:** It is the student's responsibility to: 1) be aware of course policies, test dates and assignment due dates; 2) make sure that the instructor actually received any work intended to be turned in; 3) communicate to the instructor any special circumstances, events, or needs that will interfere with the student’s completion of his or her course work in a timely fashion.

**The Professor’s Philosophy**

The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. . . . The remarkable thing is that we have a choice every day regarding the attitude we embrace for that day. We cannot change our past . . . . . We cannot change the fact that people act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have . . . and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . . We are in charge of our attitudes. Chuck Swindoll

**Introduction to Human Growth and Development**

**PSYC 2103 A1/A2**

**ASSIGNMENT SCHEDULE**

**Chapter/Module Assignment Due Date**

**Chapter 1**

1-1 Determining Nature-Nurture Study Plan Aug. 13

1-2 Theoretical Perspectives Study Plan Aug. 16

1-3 Research Methods Study Plan Aug. 20

V: The Basics: Scientific Research Aug. 20

V: Ethics & Psychological Research Aug. 20

**Chapter 2**

2-1 Earliest Development & Study Plan Aug. 23 Foundations of Genetics

EC: Dominant & Recessive Traits Aug. 23

2-2 Interaction of Heredity & Environment Study Plan Aug. 25

ST: Epigenetics Aug. 25

2-3 Prenatal Growth & Birth Study Plan Aug. 27

EC: The Embryonic Period Aug. 27

V: Pregnancy & Prenatal Care Aug. 27

V: V: Premature Birth & the NICU Aug. 27

**Chapter 3**

3-1 Physical Growth & Change Study Plan Aug. 29

EC: Physical Changes in Late Adulthood Aug. 29

V: The Plastic Brain Aug. 30

V: Reflexes Aug. 30

V: Infant Fine Motor Development Aug. 30

Across Cultures

3-2 Brain Growth & Motor Development Module Exam Aug. 31

3-3 Perceptual Development Module Exam Sep. 4

V: Infant Perception Sep. 4

**Chapter 4**

4-1 Stress & Coping Module Exam Sep. 7

4-2 Illness & Well-being Module Exam Sep. 10

V: Eating Disorders Sep. 10

V: Teen Alcoholism Sep. 10

4-3 Promoting Health & Wellness Module Exam Sep. 13

**Chapter 5**

5-1 Piaget’s Approach to Study Plan Sep. 15

Cognitive Development

Essay: The Basics: How Thinking Develops Sep. 17

V: MMR: The Hidden Elephant: Object Permanence Sep. 17

V: Concrete Operational Thinking Sep. 18

V: Conservation Tasks Sep. 18

V: Conservation of Liquids Sep. 19

5-2 Appraising Piaget Study Plan Sep. 20

5-3 Vygotsky’s View of Study Plan Sep. 22

Cognitive Development

V: Scaffolding Sep. 22

**Chapter 6**

6-1 The Basics of Information Study Plan Sep. 25

Processing

6-2 Attention & Memory Module Exam Sep. 28

Applying Information N/A

Processing Approaches

**Chapter 7**

7-1 The Course of Language Module Exam Oct. 1

Development

7-2 The Origins of Language Module Exam Oct. 3

Development

7-3 Children’s Conversations N/A

**\Test 1: October 3-5. (Modules 1-1 through 6-1) (Only assigned Study Plan and modules and their videos are tested.)**

**Chapter 8**

8-1 Intelligence: Determining Individual N/A

Strengths

8-2 Controversies Involving Intelligence Module Exam Oct. 5

8-3 Intellectual Deficits & the Intellectually N/A

Gifted

**Chapter 9**

9-1 Forging Early Social Relationships Study Plan Oct. 8

V: Attachment Oct. 8

V: Attachment in Infancy Oct. 8

9-2 Emotional Development Study Plan Oct. 10

V: Stranger Anxiety Oct. 10

V: Separation Anxiety Oct. 10

V: Social Referencing Oct. 11

V: Theory of Mind Oct. 11

9-3 Personality Development Study Plan Oct. 12

**Chapter 10**

10-1 Development of the Self Study Plan Oct. 15

10-2 Evaluating the Self Study Plan Oct. 17

V: What’s In It for Me? Identity Oct. 17

10-3 Picking an Occupation Module Exam Oct. 19

**Chapter 11**

11-1 Developing Morality Study Plan Oct. 22

11-2 Values, Religion & Spirituality Study Plan Oct. 25

11-3 Aggression & Violence Module Exam Oct. 27

**Chapter 12**

12-1 Gender & Sexuality Study Plan Oct. 29

12-2 Sexual Maturation & Sexuality Study Plan Oct. 31

V: The Big Picture: The Power of Sex Oct. 31

12-3 Relationships Study Plan Nov. 2

**Test 2: November 5-8. (Modules 9.1 through 12.3) (Only assigned Study Plan modules and their videos are tested.)**

**Chapter 13**

13-1 Social Relationships across the Study Plan Nov. 5

Lifespan

13-2 Family Life Study Plan Nov. 7

V: Blended Families Nov. 7

13-3 Family ties in Middle & Late Adulthood Study Plan Nov. 9

**Chapter 14**

14-1 Schooling throughout the Lifespan Study Plan Nov. 12

14-2 Leisure N/A

14-3 Living in a Multicultural World Study Plan Nov. 14

**Chapter 15**

15-1 Death & Dying Study Plan Nov. 16

15-2 Confronting Death Study Plan Nov. 19

15-3 Bereavement Study Plan Nov. 26

V: Buddhist & Christian Funeral Rituals Nov. 27

V: Jewish & Islamic Funeral Rituals Nov. 27

**Final Exam: (Modules 13-1 through 15-3). (Only assigned Study Plan and Video modules are tested.)**

**Final Exams: Friday, November 30: 3:45-5:45 PSYC 2103 A2 (CRN 461); 6:00-8:00 PSYC 2103 A1 (CRN 460)**